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AUTHOR Lwin, Tun
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ABSTRACT

Since the 1964 introduction of the New System of Education, based on socialistic moral values and vocational and science training, Burma has attempted to combine formal and non-formal education with productive work experiences. Through a well organized program of compulsory primary education, mass literacy, combined vocational and general education, and on-the-job training, technical and vocational subjects are being added gradually to the regular curriculum at many educational levels. For example, Basic Schools provide initial training so that dropouts (50% of all students aged 9-15) will have at least some vocational skills. Government educational policies are also reflected in the options available to high school graduates including: government employment and enrollment at the Workers' College; on-the-job training supplemented by correspondence courses; enrollment at government technical/agricultural/vocational institutes; or enrollment at eighteen new Regional Colleges which integrate technical and vocational education in twenty fields with a regular two-year college curriculum. Graduates may complete university degrees through university attendance or on-the-job training combined with correspondence courses. The Voluntary Labor Contribution Program provides an opportunity for students at all but basic levels to experience workers' lives, appreciate labor, and contribute to national development. (SB)

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COMBINING EDUCATION AND WORK

Experiences in Asia and Oceania

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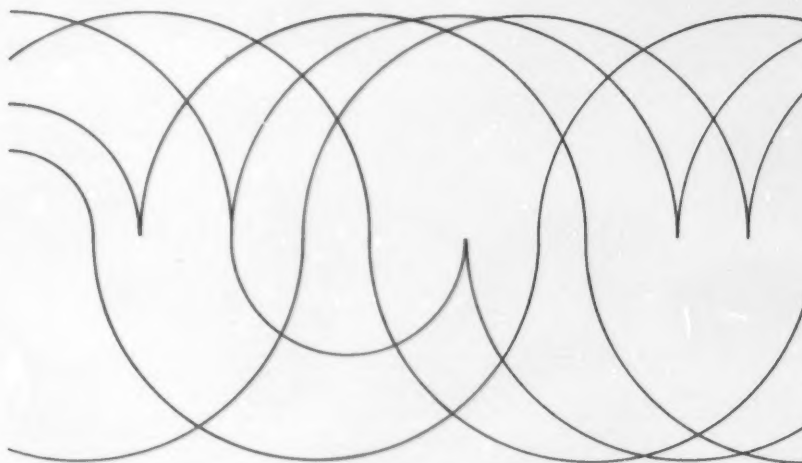
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COMBINING EDUCATION AND WORK

Experiences in Asia and Oceania

Socialist Republic of the Union of
Burma

*Prepared by Dr. Tun Lwin
Educational Planning Officer
Ministry of Education
Rangoon*



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PREFACE

Many countries in Asia and Oceania, as in other regions of the world, are engaged in reorienting their education systems. A basic concern underlying these efforts is to make education functional and relevant to the needs of the individual and of the society. It is increasingly felt that the education systems tend to get isolated from the larger social, cultural and development goals of the society. This isolation is engendered when the process of learning is separated from the context of action and work, and is nowhere as marked as in the failure of education to provide children and youth with an active comprehension of the world of work.

The response to the problem is reflected in a variety of programmes underway in several countries of Asia and Oceania. Considering the importance of the issue, the Fourth Regional Conference of Ministers of Education and Those Responsible for Economic Planning in Asia and Oceania (24 July - 1 August 1978, Colombo) has "Interlinking of Education and Productive Work" as one of the major themes of the Conference.

The country studies presented in the present series were received in response to Unesco's request to the Member States. By the time of going to the press, studies from twelve countries were received and they comprise the present series being issued on the occasion of the Fourth Regional Conference. The assistance of Unesco National Commissions in these countries in having the studies prepared and of the organizations and scholars who have been responsible for them is gratefully acknowledged. These studies cover a wide spectrum of experiences, ranging from experimental projects to comprehensive, system-wide programmes, and detailed descriptions are offered of one or more projects in actual operation. It is hoped to add to the series as more country studies become available.

Opinions expressed in this publication are those of the author and do not necessarily represent the views of Unesco.

PART I

A. General Description and Policy Trends

A distinctive feature of the Burmese Education system under the colonial administration was the neglect and lack of encouragement given to professional and vocational education and studies of natural and applied sciences. As remarked by the Director of Public Instruction in 1927 "all anglo-vernacular education was vocational so far as it supplied clerical labour." Burma regained her independence in 1948 and education expansion and explorations were made in the decades following independence. Besides the University of Rangoon which was reopened in 1946, a new University of Mandalay was founded in 1958. The system, however, remained substantially unchanged and educational thinking was still dominated by archaic and outmoded ideas.

At this juncture the change of government took place on 2 March 1962, when the Revolutionary Council and Government came into power. On 30 April 1962, the Revolutionary Council proclaimed its common programme entitled "The Burmese Way to Socialism" wherein the policy on education was stated as follows:

17(a) Education - The Revolutionary Council believes the existing educational system unequated with livelihood will have to be transformed. An educational system equated with livelihood and based on socialistic moral values will be brought about, Science will be given precedence in education.

Our educational target is to bring education within the reach of all. As regards higher education only those who have promise and enough potentialities and industriousness to benefit from it will be specially encouraged.

In order to implement the above policy the system of education was reorganized in 1964. The structure of the "New System of Education" comprised: (a) Basic Education,

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(b) Technical, Agricultural and Vocational Education and (c) Higher Education. Prior to adoption of the New System there existed the University of Rangoon and University of Mandalay with their affiliated colleges. Under the New System the number of universities and university-level institutes was raised from two to ten, with seven affiliated colleges.

A separate Department of Technical, Agricultural and Vocational Education was established to be held responsible for matters concerning technical institutes and schools, agricultural institutes and schools, and vocational training schools. Ways and means were also searched for integration of technical and vocational training with general education.

After a decade of coming into existence of the "New Education System," the Burma Socialist Programme Party made a review and appraisal of the system in 1974, and in the light of its findings formulated and adopted "Educational Policies" which were in consonance with the socio-economic development of the country. "Educational Policies" embrace five major areas: (a) Basic Education, (b) Technical, Agricultural and Vocational Education, (c) Higher Education, (d) Educational Research and (e) General.

a) Basic Education

Provisions of Educational Policies relating to Basic Education include, among other things, the following:

- i) enforcement of compulsory primary education at an appropriate time and gradual extension of compulsory education to subsequent cycles at the Basic Education level;
- ii) making Basic Education accessible to all citizens and organization of literacy campaigns as mass movement;
- iii) all-round development of the students;
- iv) establishing the vital link between education and production and inclusion of practical, vocational subjects into Basic Education curricula, which are related to productive undertakings in various regions of the country;
- v) improvement of skills and qualifications of workers

General description and policy trends

who are already on-the-job and making opportunities for higher education accessible to them.

b) Technical, Agricultural and Vocational Education

Provisions of Educational Policies relating to Technical, Agricultural and Vocational Education include, among other things, the following:

- i) training of skilled workers and technicians in line with manpower requirement plans for socio-economic development;
- ii) formulation of programmes to link up teaching with on-the-job experience;
- iii) setting priorities for occupations and skills which will be most useful in practical fields;
- iv) training middle-rung technicians who are at present badly needed for the country's industrialization programmes;
- v) organizing training programmes on vocational subjects for students who dropped out at various levels of the Basic Education System.

c) Higher Education

Provisions of "Educational Policies" relating to Higher Education include among other things, the following:

- i) development of adequate number of technicians and university graduates who have theoretical knowledge coupled with practical experience;
- ii) stressing on "application" side in teaching subjects which are required for practical application in productive undertakings;
- iii) Dissemination of university education throughout the population and making university education which is relevant to a particular job accessible to workers who are on that kind of job;
- iv) re-appraisal of the existing system of selection of students for entrance to universities and university-level institutes;
- v) stressing on subjects which can be taught in respective regions of the country and integration of such subjects to form an interdisciplinary approach.

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Provisions of "Educational Policies" relating to Educational Research include, among others, the following:

- i) conduct of research relating to modernization of education, identification of problem areas in education, formulation of alternative solutions to educational problems etc.;
- ii) searching ways and means for wide application of research findings on education;
- iii) dissemination of general knowledge on education;
- iv) facilitation of the teaching-learning process including research on curriculum development, textbooks, teaching aids, pedagogy, educational innovation etc.

The "General" provisions of Educational Policies include among other things, the following:

- i) co-ordination with other Departments which are the potential users of the products of the education system;
- ii) careful study, experimentation, research and evaluation before introduction of any change into the educational system.

B. Reorienting School Programmes to Combine Education and Productive Work Experiences

In the light of the "Educational Policies" mentioned above, steps are being taken to reorient school programmes in order to combine education and productive work experiences particularly by way of introducing technical and vocational subjects in the regular curricula at different levels of the education system. It may be useful to give a description of the "Existing System of Education," an interim programme for implementation of the educational policies i.e. the "Emerging System of Education," as well as the long-term programme for implementation of the Education Policies i.e. the "Envisaged System of Education."

The structure of the "Existing System of Education" is shown in Chart I. It may be noted that technical, agricultural and vocational education form separate streams by themselves. In other words, no element of technical,

Reorienting school programmes

agricultural and vocational education could yet be integrated into the regular school curricula at the Basic Education level. At the Higher Education level a group of institutes such as the Institute of Medicine, Institute of Technology, Institute of Agriculture, Institute of Economics etc., were considered to be of professional status while another group form non-professional Arts and Science Universities and Colleges.

As far as "vocational education" is concerned, there are three streams, two regular and one irregular.

- i) The regular stream consisting of those who have completed the lower secondary level (Middle School) of Basic Education going into the Technical High Schools or the Agricultural High Schools.
- ii) The regular stream consisting of those who have completed the upper secondary level (High School) of Basic Education going into the Government Technical Institutes and the State Agricultural Institutes.
- iii) The irregular stream consisting of the many youths who because of socio-economic reasons or those who due to lack of aptitude for academic life cannot benefit from school life.

For those youths in the irregular stream category, mention should be made that until the changes brought about by the Revolutionary Government there was a disturbingly large out-of-school adolescent population. To divert this potential manpower of the out-of-school youth, programmes for opening of vocational schools have been initiated.

The aims of the vocational schools were:

- i) to provide experience in basic vocational skills for early school-leavers, to gain employment or permit livelihood through self-employment;
- ii) to provide a foundation of basic vocational skills in accordance with the rising level of technical skills demanded of workers by new technologies introduced in the country, both in the agricultural and industrial spheres.

The Department of Technical, Agricultural and Vocational Education (DTAVE) was held responsible for training

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of middle level technicians, skilled workers and semi-skilled workers required for the industries, commercial enterprises and farms. Programmes offered by DTAVE constitute, of course, one form of combining education and productive work experiences. Type and number of Technical, Agricultural and Vocational Institutes under the charge of DTAVE are as follows:

<u>Type of Technical Institutes/ Schools</u>	<u>No. of Institutes/ Schools</u>
1. Technical Institutes (5 days + 1 evening)	6
2. Technical High Schools	6
3. Engineering Technology Evening Classes	2
4. Evening Trade Classes	5
5. Industrial Trade School	1
6. Technical Teacher Training Unit	1
<u>Agricultural Education</u>	
1. Agricultural Institutes	2
2. Agricultural High Schools	11
<u>Vocational Education</u>	
1. Commercial Schools	3
2. Handicraft School	1
3. Repair and Maintenance School	1
4. Tailoring and Cookery School	1
5. Saunders Weaving School	1
6. Weaving High Schools	7
7. Basic Weaving Schools	6

One of the major problems encountered in implementing the DTAVE programmes was attitude of students and parents alike to maintain status quo. Vocational workers were not held in esteem and the students were attracted more towards getting university degrees which would qualify them for white collar jobs. Therefore, with the exception of a few trades, there were less annual intake of students than the Institutes/Schools could accommodate, particularly agricultural high schools and institutes.

At the Higher Education level, on the other hand, the capacities and facilities of "professional institutes" to accommodate the students were rather limited and so a large proportion of the matriculates had to be absorbed in the Arts and Science Universities/Colleges, resulting in a

relatively high unemployment rate of non-professional degree holders. Burma, being a developing nation needs a more functional education which would provide capable technicians and skilled workers to uplift industrial productivity and to modernize the existing agricultural and industrial sectors.

The "Educational Policies" placed right emphasis on preparing students for technical and vocational training to suit the interest of the students and, at the same time, to cope with the needs of the country for socio-economic development. It is envisaged therefore, that some elements of technical and vocational education need to be integrated with the general curricula at various levels of the education system.

Technical and vocational education is undoubtedly a relatively expensive type of education involving machinery, equipment, raw materials, farms and other facilities. It is, therefore, considered appropriate to integrate technical and vocational education with the regular curricula at the level of first two years of college at the initial stage. With this objective in view the Regional Colleges have been opened in Burma. Chart II shows the Emerging System of Education resulting from this change.

Regional College programmes are of two years' duration.

For first year students there are four subject combinations to choose: (i) Science combination with biology; (ii) Science combination with mathematics; (iii) Arts combination with mathematics; (iv) Arts combination without mathematics. For second year students some 20 technologies or trades are to be offered.

In the early years of operation of any particular regional college, selected number of technologies, or trades will be offered, depending upon the availability of equipment, facilities and raw materials in that region. Each student in the second year is required to choose only one technology or trade. All students are, however, required to take "Elements of Business Management" as a compulsory subject.

After successful completion of two years at the regional colleges, a Diploma will be conferred upon the students. Those who wish to pursue further studies will have to sit for entrance examinations of various universities and university-level institutes.

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After getting a Diploma, the students who do not wish to pursue further studies or who do not qualify for entrance to universities or university-level institutes, may undertake on-the-job training in order to acquire adequate practical experience in respective technologies or trades. After satisfactory completion of on-the-job training a Proficiency Certificate for a particular technology or trade will be awarded to the student.

After completion of on-the-job training, the students may find employment in State-owned enterprises, farm producers' co-operatives, or employment in private undertakings which are allowed to operate within the framework of government economic policy. While a student will be acquiring practical experience on-the-job, in order to supplement his theoretical knowledge, correspondence courses, which are related to his technology or trade, will be offered to him. When he has reached the required standard of competency in theory as well as practice, a University degree will also be conferred upon him.

In the field of Basic Education a "curriculum diversification pilot programme" was launched in 1974, with a view to introducing vocational subjects in the regular timetable for grades of lower and upper secondary levels. Under this programme 50 schools were selected and experimented with new courses in vocational subjects. Plans have been worked out to extend the experimental scale up to a total of about 1,300 schools. Based on the experiences gained in these experimental schools, integration of technical and vocational subjects in regular curricula at the Basic Education level is to be carried out gradually. It is felt that the students who completed the Basic Education High School should have been exposed to some kind of vocational education so that those who could not pursue higher education will have some vocational skill to join the labour force or to be self-employed. Chart III, shows the Envisaged System of Education when the long-term programme in accordance with the Educational Policies is implemented.

"Earning while learning programmes"

The Workers' College came into existence as an affiliated college of the Rangoon Arts and Science University with the re-organization of the education system in 1964. But its history went as far back as 1947 when the "Adult University" was founded in that year.

Reorienting school programmes

Since 1964 the Workers' College offered eight major fields of studies:

Science: 1. Chemistry
2. Physics
3. Mathematics

Arts : 4. Burmese
5. History
6. Geography
7. Philosophy
8. Psychology

In addition, Economics, Commerce and Statistics were also offered and a combination of these three subjects formed an additional major field of study.

The major fields of studies were of five years' duration leading to Bachelor of Arts and Bachelor of Science Degrees. These are considered to be of equal status to the Bachelor Degrees offered for the regular four-year programmes at the Rangoon Arts and Science University.

Admission requirements to the programmes include, among others, (i) that the candidate must be a government employee, (ii) that the candidate must have passed the BEHS or Matriculation Examination.

The number of students admitted to the Workers' College from 1970-71 to 1974-75 by Occupational Background is shown in Table 1.

The Workers' College is an outstanding example of "earning-while-learning programmes" in Burma. A similar programme has been in operation since 1963 in the form of "Evening Classes" administered by the Mandalay Arts and Science University.

Voluntary labour contribution scheme

In order to enable students to appreciate the value and dignity of labour, to respect work duties, to practise discipline, to experience the actual living conditions of the working people, to contribute usefully to construction activities, and to involve in national development work, the Youth Affairs Department of the Ministry of Education organized since 1965 Summer Voluntary Labour Contribution Project in which high school and university students, both male and female, took part.

Table 1. Number of students admitted to the Workers' College from 1970-71 to 1974-75
by occupational background

Occupational background	1970-71	1971-72	1972-73	1973-74	1974-75	Total
School Teachers	255	202	148	157	214	976
General Office Workers	44	70	126	140	152	529
Party, Council Administrative Workers	89	72	86	113	130	490
Co-operative Workers	4	11	32	71	127	245
Trade Workers	148	113	103	100	96	560
Accounting, Banking, Census Workers	125	172	146	134	161	738
Pharmaceutical and Medical Workers	96	118	141	118	109	582
Manufacturing, Electrical and Engineering Workers	243	211	218	209	181	1,062
Transport and Communication, Timber, Social Service, Motion Picture, Port, Postal and Housing Workers	326	311	297	280	261	1,475
Total	1,327	1,280	1,297	1,322	1,431	6,657

Education and work for out-of-school population

C. Combining Education and Work for Out-of-School Population

The policy makers and planners stressed the need for vocational training for all levels as well as for those who, for various reasons, dropped out from the system, particularly those who were not able to continue their studies before completion of primary, middle and high school levels. It is estimated that nearly 50 per cent of school-going children between the ages 9 to 15 drop out of school. DTAVE tried to take care of this problem by carrying out certain pilot projects which were identified as "non-formal preparation for school dropouts."

DTAVE started offering, in 1972, on a pilot scale, courses in Tailoring and Cookery in Rangoon; Repair and Maintenance courses are offered at Aung San Myo. Similarly, Commercial courses are offered at Rangoon, Mandalay and Moulmein and a handicraft school has been established at Aung San Myo. Enrolment in these schools from 1972-73 to 1976-77 are as follows:

	<u>1972-73</u>	<u>1973-74</u>	<u>1974-75</u>	<u>1975-76</u>	<u>1976-77</u>
<u>Tailoring and</u>					
<u>Cookery</u>					
Rangoon	287	451	382	484	671
<u>Repair and</u>					
<u>Maintenance</u>					
Aung San Myo	37	32	95	64	83
<u>Handicraft</u>					
Aung San Myo	80	72	91	59	50
<u>Commercial Courses</u>					
Rangoon	204	100	164	167	186
Mandalay	99	61	84	154	107
Moulmein	69	67	104	84	35
Total	<u>776</u>	<u>783</u>	<u>920</u>	<u>1,012</u>	<u>1,132</u>

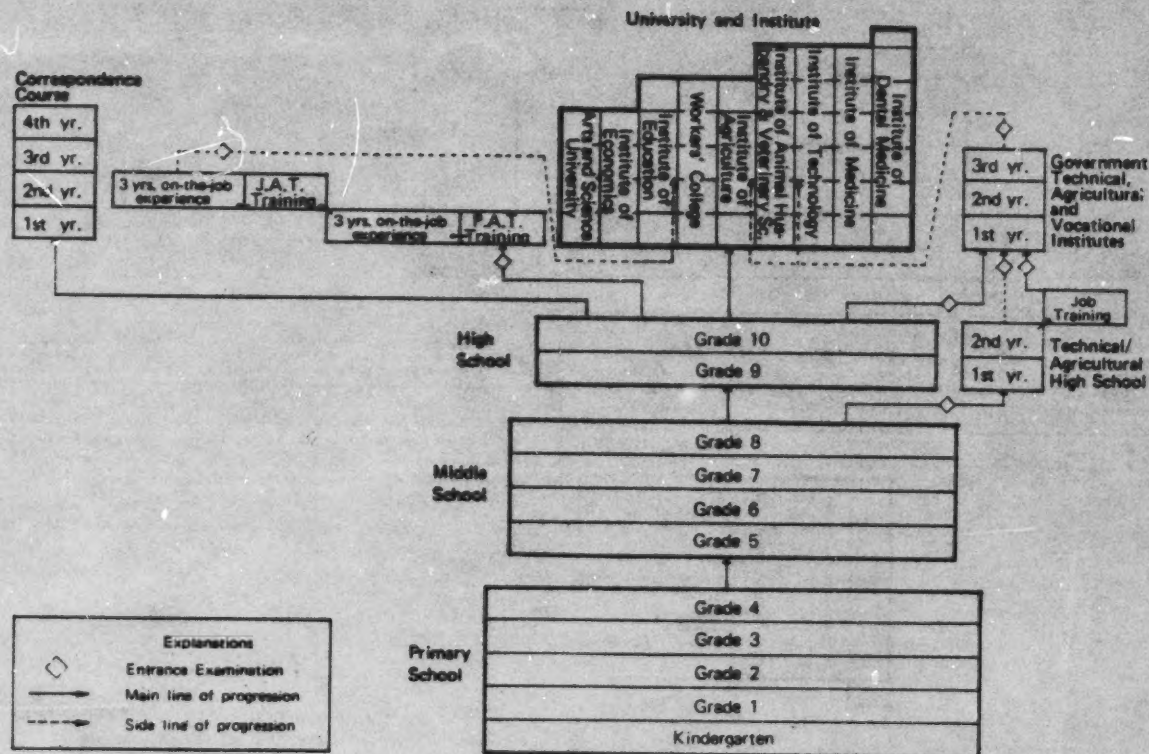
Extension of this pilot project is envisaged for the future. The Lanzin Youth Department of the Burma Socialist Programme Party is working out plans for similar non-formal education programmes wherein out-of-school youth may take part on a wider scale.

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D. Concluding remarks

Burma has made concerted efforts to combine education with productive work experiences within the context of the formal educational structure as well as in a non-formal manner. The Regional Colleges and the Voluntary Labour Contribution by Students are taken as two project studies, the former of a more recent development and the latter of much longer period of experience. As envisaged in our long-term programme for the implementation of educational policies, further moves will be made in the direction of combining education with productive work experiences.

Chart I. The Existing System of Education

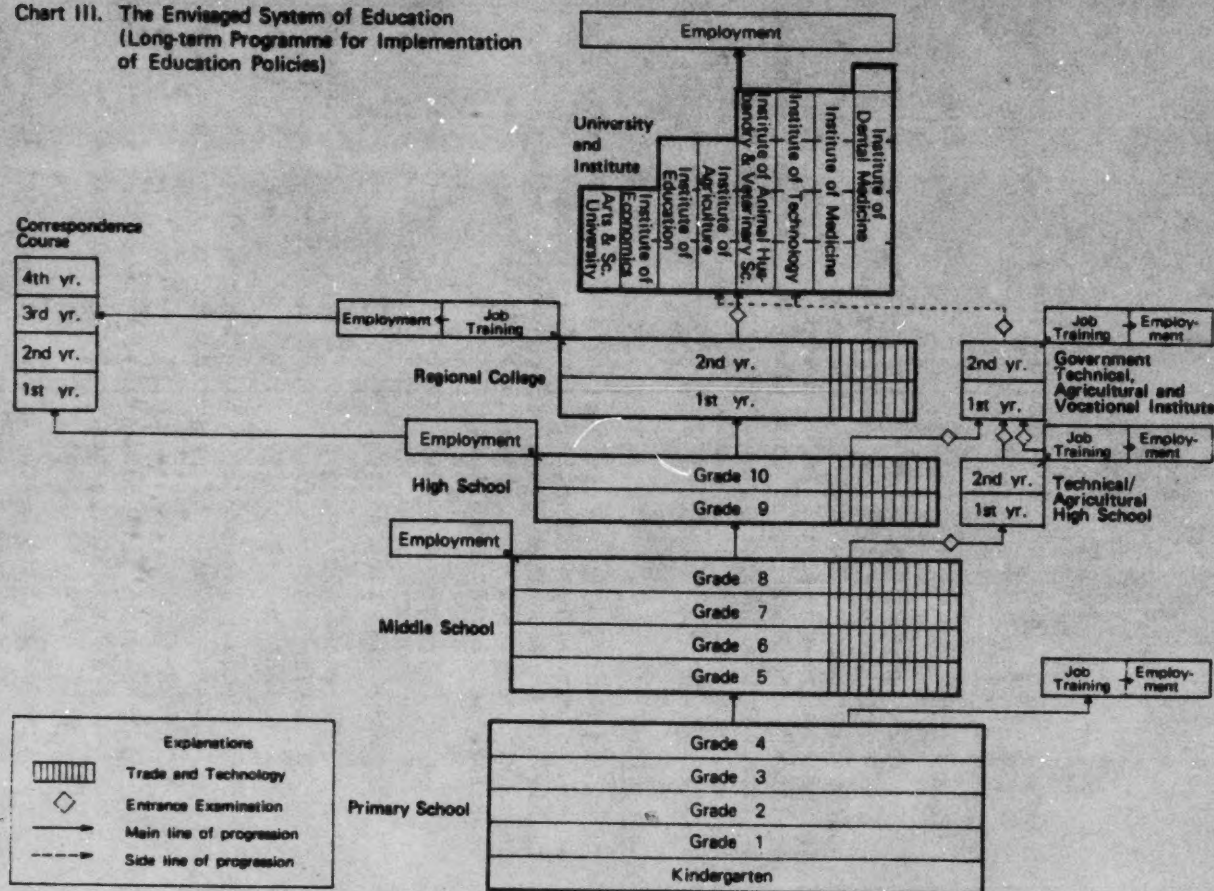


Education and work for out-of-school population

Combining education and work



Chart III. The Envisaged System of Education
(Long-term Programme for Implementation
of Education Policies)



Education and work for out-of-school population

PART II

A. Project Report:

Regional Colleges in Burma

Introduction

The Education Policies of the Burma Socialist Programme Party provide for the combining of education and appropriate productive work experiences at various levels in the education system. In line with the "educational policies", the Ministry of Education, with the co-operation of respective States/Divisions Peoples' Councils opened 17 Regional Colleges in the academic year 1976-77 and an additional one in 1977-78.

Objectives

Regional Colleges form part of the comprehensive programme of extending production-oriented education to various levels of the education system in consonance with the "educational policies". The objectives of the project may therefore be stated as follows:

- i) To prepare necessary ground for extension of production-oriented education to various levels of the education system;
- ii) To ensure balanced proportion of trained manpower taking into consideration manpower requirements at various skill levels;
- iii) To equip the students with technical skills so that they will be prepared to earn their own livelihood;
- iv) To ensure skill formation as one of the prerequisites for raising productivity and efficiency of national production;
- v) To contribute to the socio-economic development of the respective regions.

Programme

The regional college programme is of two years' duration followed by one year of on-the-job training either in an appropriate industry or college-operated pilot plant.

For first year students there are four subject combinations to choose: (1) Science combination with biology; (2) Science combination with mathematics; (3) Arts combination with mathematics; (4) Arts combination without mathematics. For second year students some 20 technologies or trades are offered (see Chart IV on page 18).

In each regional college a selected number of technologies or trades are offered depending upon the availability of equipment, facilities and raw materials in that region. Each student in the second year is required to choose only one technology or trade. All students are, however, required to take "Elements of Business Management" as a compulsory subject.

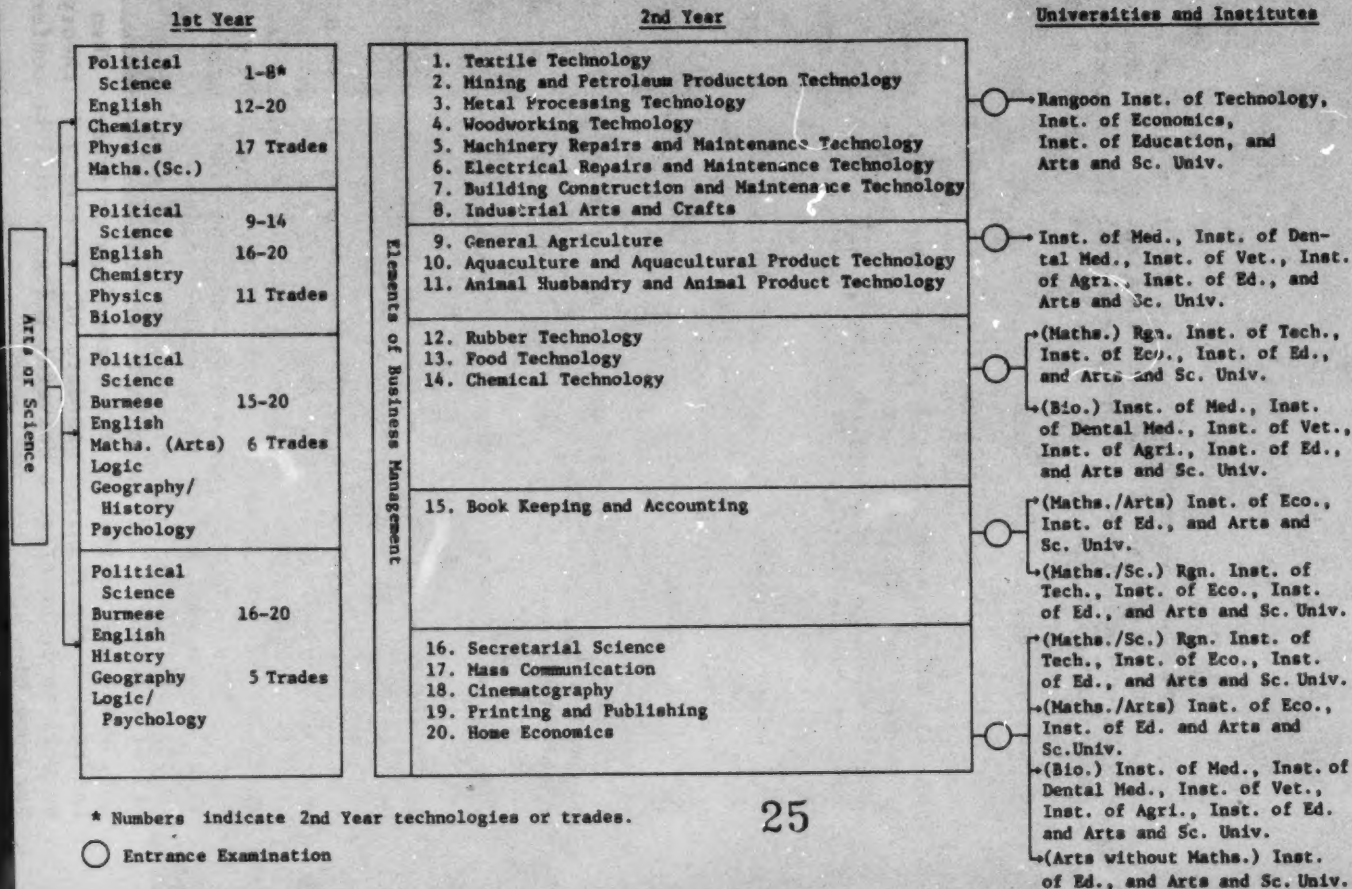
Upon successful completion of two years at the regional colleges, a Diploma will be conferred upon the students. Those who wish to pursue further studies will have to sit for entrance examinations of various universities and university-level institutes.

After getting a Diploma, the students who do not wish to pursue further studies or who do not qualify for entrance to universities or university-level institutes, may undertake on-the-job training in order to acquire adequate practical experience in respective technologies or trades.

After satisfactory completion of on-the-job training, a Proficiency Certificate for the particular technology or trade will be awarded to the student.

After completion of on-the-job training, the students may find employment in State-owned enterprises, farm producers' co-operatives or engage in private undertakings which are allowed to operate within the framework of government economic policy. While a student who finds employment will be acquiring practical experience on-the-job, in order to supplement his practical experience with additional theoretical knowledge, Correspondence Courses will be offered to him, which are related to his technology or trade. When he has reached the required standard of competency in theory as well as in practice a University degree will be conferred upon him.

Chart IV
Technologies offered in Regional Colleges



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Organization and management

There are two levels in the system of organization and management of regional colleges viz., the central level and the regional level. At the central level a "Regional Colleges Central Supervisory Committee" has been formed, which is subordinated by the State/Division Regional Colleges Supervisory Committees.

The Central Supervisory Committee is chaired by the Minister of Education. It is composed of Deputy Ministers of various Ministries, representatives of State/Division Peoples' Councils, representatives of the Burma Socialist Programme Party and Lanzin Youth Organization and some Officials of the Ministry of Education as members.

The State/Division Supervisory Committee is chaired by the Chairman or an Executive Member of the State/Division Peoples' Councils. It is composed of representatives of the Regional Party Committee and local Lanzin Youth Organization, representatives of universities and government organizations, State/Division Education Officers and Principals of Regional Colleges as members.

The major function of the Central Supervisory Committee is to co-ordinate the work of State/Division Supervisory Committees. The actual implementation of the project is carried out by respective State/Division Supervisory Committees.

At the central level, a Project Implementation Committee, an advisory body, is formed consisting mostly of technicians and experts who provide technical advice and necessary assistance to the State/Division Supervisory Committees in order to ensure effective and timely implementation of the project.

Resources

The Regional Colleges project is carried out essentially on a self-help basis. However, the Ministry of Education provides school buildings, furniture and fixtures, laboratory equipment, scientific instruments and apparatus, chemicals etc. as initial outlays. Moreover, all the principals and registrars of the Regional Colleges were selected from among the senior staff of the Department of Higher Education and they are on the Department's payroll. The Heads of Department of the first year Arts and Science

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subjects are also employees of the Department of Higher Education and they have been posted in Regional Colleges as a temporary arrangement. The State/Division Supervisory Committees give a nominal allowance in addition to their regular salary. Other members of teaching staff as well as office staff were appointed by the State/Division Supervisory Committees.

The revenues of the Regional Colleges come mainly from the admission fees, tuition fees and laboratory fees charged from the students. In some cases the Regional Colleges receive local contributions to the Regional Colleges Fund made on a philanthropic basis. The Regional Colleges, may, where necessary, borrow required funds from the State Bank at a specified rate of interest.

Operational experience

The first year programme for the first batch of Regional College students was started in the academic year 1976-77 and has been concluded in December 1977. In the current academic year 1977-78 the Regional Colleges are running the second year programme for the first batch of students as well as the first year programme for second batch of students. The following is an account of the operational experience of the Regional Colleges in the two academic years.

The academic year 1976-77

The activities carried out during 1976-77 are related to (a) Choice of location and buildings; (b) Student admissions; (c) Recruiting and training of teachers; (d) Recruiting administrative staff; (e) Supply of equipment, apparatus and chemicals; (f) Preparation and printing of text materials; (g) Examination and (h) Finance.

a) Choice of locations and buildings

The State/Divisions' Regional Colleges Supervisory Committees made feasibility studies for opening regional colleges at alternative locations in the respective regions, taking into consideration the student population, transport and communications and the existing school facilities.

b) Student admissions

Admission to the Regional Colleges was given to students who passed the Basic Education High School Examination in March 1976. Some Regional Colleges which could spare accommodation gave admission to students who had passed the BEHS Examinations prior to 1976. The total enrolment in the Regional Colleges in the academic year 1976-77 was 11,155.

c) Recruiting and training of teachers

The Heads of Departments for first year Arts and Science subjects were selected mostly from among the Senior Tutorial Staff of the Universities and Institutes under the Department of Higher Education, and were appointed in the Regional Colleges as a temporary arrangement. They were given a short-term reorientation training programme by the Ministry of Education. The rest of the teaching staff was appointed by the State/Division Regional College Supervisory Committees.

d) Recruiting administrative staff

The principals and registrars of the Regional Colleges were selected from among the Senior Staff of the Department of Higher Education and were posted at the Regional Colleges. They continued to be, however, on the payroll of the Department of Higher Education. The rest of the administrative staff was recruited and appointed by the State/Division Regional Colleges Supervisory Committees.

e) Supply of laboratory equipment, apparatus and chemicals

The Science Workshop of the Rangoon Arts and Science University supplied most of the scientific instruments and apparatus for physics and chemistry laboratory work. Certain instruments, apparatus and chemicals which could not be supplied by the workshop were obtained from the Universities and Institutes under the Department of Higher Education or High Schools under the Department of Basic Education.

f) Preparation and printing of text materials

Text materials for the first year Regional College students were prepared by the professors, lecturers and senior teaching staff of Universities and Institutes, and were printed at the University Press.

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g) Examination

Final examination for the first-year Regional College students was held by a Central Examination Board in December 1977.

h) Finance

During the academic year 1976-77 the Ministry of Education incurred initial costs (excepting the cost of school buildings) of Kyat 3.6 million for the Regional Colleges. Contributions by the State/Division Regional College Supervisory Committees were estimated at Kyat 2.4 million. Therefore the contributions by the Ministry of Education and the State/Division Regional College Supervisory Committees were estimated at 60 per cent and 40 per cent respectively.

The academic year 1977-78

The activities carried out during 1977-78 are related to (a) opening one additional Regional College; (b) Student admissions; (c) Enrolment of second year students by vocational subjects; (d) Recruiting and training of teachers; (e) Supply of machinery, equipment and raw materials; and (f) Supply of text materials.

a) Opening of one additional Regional College

In the academic year 1977-78, one additional Regional College was opened in Lashio in the Northern Shan State. In addition to the former Middle School buildings which were converted into Lashio Regional College, construction of a new building for the college with local funds has been completed. Like all other Regional Colleges the principal and registrar of the Lashio College were selected from among the Senior Staff of the Department of Higher Education and they continue to be on the Department's payroll. Appointment of Heads of Departments of first year Arts and Science subjects, teaching staff and administrative staff, and supply of laboratory equipment, apparatus and chemicals were done in the same manner as in the case of other regional colleges.

b) Student admissions

The number of students who passed the BEHS Examination in March 1977 was 32,500 of which 19,500 were enrolled in the Regional Colleges.

c) Enrolment of second-year students by vocational subjects

The majority of students who passed the first year examination in 1976-77 were enrolled in the second-year classes of the Regional Colleges. Enrolment of students in each regional college classified by vocational subjects is shown in Table 2.

d) Recruiting and training of teachers

The services of full-time as well as part-time staff were required for the implementation of second-year programmes in the Regional Colleges. Part-time staff are normally experienced technicians from various factories, workshop, farms, worksites etc. The full-time staff are mainly new recruits who graduated from the Rangoon Institute of Technology, Institute of Economics, Government Technical Institutes etc. They were selected by the respective State/Division Regional College Supervisory Committees. With a view to giving necessary reorientation, furthering the technical skills, exposing pedagogical principles and enhancing self-confidence, a three-month teacher training programme was organized for the new recruits from October to December 1977.

The teacher training programme for each vocational subject was conducted under the close supervision of the respective chairman of the vocational subject committee. Practice at the factories, workshops, farms, worksites etc., was made possible with the co-operation of the Ministries and Departments concerned. After successful completion of the training programme, completion certificates were awarded to the participants. The State/Division Regional College Supervisory Committees confirmed the appointment of the teachers taking into consideration their performance in the training programme.

e) Supply of machinery, equipment and raw materials

In the academic year 1977-78, teaching of the vocational subjects has been factory-based or worksite-based as far as possible. This has been made possible with the co-operation of various productive undertakings under different Ministries, Departments or Corporations. Only certain technologies or trades instruction will be Regional College based. Even then, production-oriented education requires substantial inputs in the form of machinery, equipment and raw materials.

Table 2

Enrolment in Regional Colleges in 1977-78 by vocational subject (Provisional)

Combining education and work

2nd Year students																						
Vocational College	Regional College	Textile	Chemical	Mining	Metal Working	Wood Working	Machinery Repair	Electrical Repair	Building Construction and Maintenance	Industrial Arts and Crafts	Agriculture	Aquaculture	Animal Husbandry	Rubber	Food	Accounting	Secretarial Sc.	Mass Communication	Cinematography	Printing	Home Economics	Total
Myitkyina							37				58		58			9	9				15	186
Pa-an							31				17		17			10	7					82
Monywa						50	56				77		77			46	38					344
Shwebo						34	35				70		76			30	16					261
Pegu							117	117			131	131				36	28					560
Shwedaung	80								60		83		90			60	68					441
Yenangyaung				90							150						65				66	371
Pakokku							50				64						20					134
Mandalay							159	159			301					83					334	1 036
Meiktila	92						92				234					51					58	527
Moulmein					61		61	61			69	69	69	68		36	36				22	552
Akyab					19		19	19	120		46		47			24	24				13	211
Rangoon (Hlaing)	150	300			150		150	150	120		50	150	150	150	150	150	150	50	25	100	182	2 327
Rangoon (Botataung)	150	300			150		150	150			50	150	150	150	150	150	150	50	25	100	296	2 441
Taunggyi				30	50		67				119		120			38	35					459
Bassein		65			65		65		65		100	100	133			60	67				53	773
Tavoy				30								35		35	34						32	166
Total		472	665	150	495	84	1089	656	365	-	1619	635	987	403	334	783	713	100	50	200	1071	10 871

f) Supply of text materials

Text materials on technologies or trades have been prepared by professors, lecturers and senior teaching staff in consultation with experienced technicians in the field. The text materials were published by the University Printing Press.

g) Finance

The estimated revenue and operating expenses of the Regional Colleges for the academic year 1977-78 are shown in Table 3. While some regional colleges will be having surplus, the remaining ones show deficits on current accounts. Taking the Regional College System as a whole, the total revenue is estimated at Kyat 11.8 million while total operating expenses is at Kyat 10.2 million. The estimated capital outlay for the regional colleges for 1977-78 is estimated at Kyat 6 million.

Evaluation

Though the operational experience of the Regional Colleges is quite recent, its innovative nature poses interesting problems and challenges. It stands out as an outstanding example of reorienting curricula and programmes with a view to combining education with productive work experiences. At the early stage of operations of the Regional Colleges, the facilities are rather limited, but in spite of the limited resources the project has taken off in a satisfactory manner and in all likelihood the project will gain momentum in the near future.

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Table 3

Table showing estimated Revenue and Operating Expenses
of Regional Colleges for the Academic Year 1977-78

Regional College	Revenue Kyat	Operating Expenses Kyat	Surplus Kyat	Deficit Kyat
Myitkyina	214,795	403,572		188,777
Monywa	410,702	546,483		135,781
Shwebo	319,458	537,697		218,239
Pa-an	77,272	296,447		219,175
Tavoy	149,391	277,618		128,227
Pegu	684,894	581,588	103,306	
Shwedaung	542,781	545,609		2,828
Pakokku	201,030	383,470		182,440
Yenangyaung	514,315	477,229	29,836	
Mandalay	1,097,949	722,038	375,911	
Meiktila	548,742	490,056	58,686	
Moulmein	576,940	529,772	47,168	
Akyab	331,974	592,578		260,600
Rangoon (Botataung)	2,201,624	1,196,718	1,004,906	
Rangoon (Hlaing)	2,416,234	1,199,910	1,216,324	
Taunggyi	491	486,352	4,793	
Bassein	911,1	911,801	116,025	
Total	11,807,07	10,178,938	2,964,205	1,336,071

B. Project Report :

Voluntary Labour Contribution by Students in Burma

Introduction

In order to enable students who will one day be involved in productive endeavours to appreciate the value of labour, to respect work duties, to practise discipline, to contribute usefully to constructive activities and to engage in national development projects, a Voluntary Student Labour Contribution Scheme has been organized. The Scheme was initially carried out by the Youth Affairs Department of the Ministry of Education, but as its scale of operation expanded, the Scheme was handed over to the Lanzin Youth Central Organizing Committee of the Burma Socialist Programme Party.

Objectives

The Voluntary Student Labour Contribution Scheme was formulated with the following broad objectives:

1. To afford the students and youths an opportunity of acquiring knowledge and experience of "the world of work" during their school days;
2. To acquaint the students with the true sense of dignity of labour and the actual living conditions of peasants and workers;
3. To instil in the students and youths the spirit of patriotism by allowing them to engage actively in the tasks of constructing the nation's political, social and economic development projects.

Implementation of the Scheme (1965-72)

The Scheme was implemented by the Youth Affairs Department under the Ministry of Education and Students' Affairs Department under the Department of Higher Education during 1965-72. Operations under the Scheme during that period include the following:

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1. University students contributing voluntary labour in factories and workshops during the summer vacation;
2. Matriculates contributing voluntary labour in factories, workshops, government departments, offices etc.;
3. Middle and High Schools students contributing voluntary labour in factories, workshops during summer vacation;
4. Middle and High School students contributing voluntary labour in long-distance base camps or work brigades.

Students who participated in these operations numbered over 10,000 annually since 1969.

Implementation of the Scheme (1973-77)

The Scheme was implemented by the Lanzin Youth Central Organizing Committee of the Burma Socialist Programme Party during 1973-77. Operations under the Scheme during the period include the following:

- a) University students participating in the Economic Survey Project during the monsoon season.
- b) Middle and High School students contributing voluntary labour in rural development projects.
- c) Middle and High School students participating in long-distance base camps or work brigades.
- d) Matriculates' voluntary labour in factories and workshops.
- e) Matriculates' voluntary labour in government departments.
- f) University students serving in factories and workshops during summer vacation.

Statistics showing the participation in these operations of different categories of students are shown in Table 4.

Evaluation

Voluntary labour contribution by students in Burma has been a significant activity for more than a decade. It

Table 4. Voluntary Labour Contribution Scheme sponsored by Lanxin Youth Central Organizing Committee 1973-76

	1973			1974			1975			1976		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
University students participating in Economic Survey Project during monsoon season	6,490	3,152	9,642	-	-	-	-	-	-	-	-	-
Middle and High School students contributing voluntary labour in Rural Development Projects	-	-	-	115	-	115	800	-	800	-	-	-
Middle and High School students participating in long-distance base camps	1,150	-	1,150	875	-	875	1,850	-	1,850	-	-	-
Matriculates' voluntary labour in factories and workshops	-	-	-	-	-	-	200	200	400	1,147	507	1,654
Matriculates' voluntary labour in Government Departments	3,877	2,584	6,461	4,239	3,854	8,093	12,423	6,054	18,477	9,805	5,403	15,208
University students serving in factories and workshops during summer vacation	1,349	501	1,850	1,014	403	1,417	621	329	950	723	452	1,175
Total	12,866	6,237	19,103	6,243	4,257	10,500	15,894	6,583	22,477	11,675	6,362	18,037

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